DOCUMENT RESUME

ED 240 963 HE 017 076

TITLE	Final Report on a Program to Expand Research Participation of Faculty and Students at the Atlanta University Center.
INSTITUTION	Atlanta Univ., GA. Graduate School of Education.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.
PUB DATE	Nov 83
GRANT	NIE-G-79-0055
NOTE	14p.; Best copy available.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Black Teachers; *College Faculty; *College Students; Higher Education; *Professional Development; *Research Opportunities; Research Proposals; *Research Skills; Schools of Education; Seminars; Teamwork
IDENTIFIERS	*Atlanta University GA

ABSTRACT

A project to expand the participation in research by the education faculty of the member institutions in the Atlanta University Center is described. The primary objective was to provide an opportunity for black scholars to participate in research with emphasis on issues confronting black communities in the 1980s. The focus was to enhance the research skills of the scholars and to create a positive climate to promote research activities. Five research teams were organized, with a total of 13 faculty members and eight students. In addition to team research activities, six seminars/workshops were sponsored. A 90 percent participation level by faculty and students was achieved. Outcomes of these activities include the following: four proposals were written and submitted to outside agencies for funding; participants took part in faculty development activities (e.g., postgraduate courses) for the purpose of enhancing their research skills; one participant presented a paper at a national conference on blacks in higher education; the faculty retreat research activity has been institutionalized; and a new curriculum for preparing teachers has been instituted. Information on seminar topics and presenters as well as the work agenda and participants of the research teams is appended. (Author/SW)

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FINAL REPORT ON A PROGRAM TO EXPAND RESEARCH PARTICIPATION OF FACULTY AND STUDENTS AT THE ATLANTA UNIVERSITY CENTER

SPONSORED BY NATIONAL INSTITUTE OF EDUCATION
MINORITIES' AND WOMEN'S PROGRAMS
NIE Grant No. G-79-0055
THE ATLANTA UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

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November, 1983

INTRODUCTION

In the decades since the 1954 Supreme Court decision in the Brown case, there has been progress on many fronts toward full participation of excluded Americans, especially Blacks, in our society. One area of activity however that has not kept pace is the broad field of research. This area is important since public policies in social programs seek their justification, philosophical base, vindication and theoretical foundations from the research done by social scientists. Thus exclusion of representation from the very groups these policies are intended to affect has meant that their perspectives and points of view have not been heard.

It was the objective of this project to provide an opportunity for Black scholars to participate in research activities with special focus on those issues confronting Black communities in the 1980's. It was staffed by a director and five research teams of faculty and students in The Atlanta University Center. Funds from the grant were available for attendance at conferences appropriate to the research activities of the research teams; seminars or meetings throughout the academic year so the faculty, students, and other interested parties could participate in discussion of research in progress: and support of the research activities of the research teams. Funding by the National Institute of Education's "Minorities and Women's Programs" has done much to energize faculty persons and students to do small scale research. This report shall present a review of this initial effort.

HISTORICAL OVERVIEW OF THE PROJECT

The project to expand participation of minorities and women in research activities at The Atlanta University School of Education began in the fall

of 1978. It was designed to expand such participation in all phases of the research process with special attention to those presently on the Education faculties of the member institutions in the Atlanta University Center. Further, the focus of the project was toward sharpening research skills and creating a positive climate for promotion of research activities rather than to emphasize research findings as the single outcome of the project activity.

During the fall semester of each year of the project, Departments of Education chairpersons in the undergraduate institutions and the Interdenominational Theological Center of the Atlanta University Center were notified of the opportunity to participate in the project. In addition to Atlanta University faculty members, faculty members from two additional institutions have participated in the activity (those of Spelman College and Clark College). In addition, faculty members from all of the Atlanta University Center's Education Department participated in a research development seminar sponsored during the second year of the project.

The objectives of the project were as follows:

1. To develop educational research capabilities of the Atlanta University Center Education faculties and to aid those faculties in the development of a long range research agenda.

2. To develop a management plan with policies and procedures that would document the process for determining research priorities and specific activities to facilitate accomplishing the research objectives.

3. To conduct research on topics that impact on the education of Women and Minorities in order to bring greater visibility to the conditions of Black Americans past, present and future.

4. To provide opportunities for persons not presently engaged in research to have meaningful and satisfactory experiences in conducting research.

During the first year of the project, introductory and orientation activities were scheduled and conducted by the project director through seminars to which faculty and students were invited. Prominent scholars and researchers were invited as keynote speakers at each such seminar. In each seminar, the project director described the opportunities available through the program and outlined procedures for additional individuals to become participants. Drs. Bruce Hare, Professor of Educational Psychology at the University of Illinois and Cameron Fincher, Director of Higher Education Research, University of Georgia conducted the research seminars entitled "Researchable Ideas in Education and the Social Sciences" during

that period.

During the second year all research team participants and 90% of the faculty persons in the Atlanta University Center Education Departments participated in a research development seminar at a faculty retreat during the fall. The trainers at this seminar - retreat were Dr. Patricia B. Campbell of Campbell-Kibbler Associates; Dr. Betty Morrison of the University of Michigan; Dr. Tito Guerrero of the Corpus Christi State University; and Dr. Elois Scott of the University of Florida. Proceedings of this retreat-seminar have been disseminated and materials for further utilization by retreat participants were provided for every participant.

Subsequent seminars included the seminar on methodology in educational anthropology conducted by Dr. John Ogbu of the University of California at Berkley and a seminar on evaluation methodology conducted jointly with faculty of the Resource Center for Science and Engineering. A seminar organized and conducted by doctoral students in Educational Administration on researchable issues in that field. A seminar on gifted and talented minority underachievers was organized and conducted by one of the research teams with Dr. Marvin Gold, Department of Education at the University of South Alabama, as the key consultant. The work of this team and the seminar they conducted included faculty members on the campus and educators from the ten Congressional Districts of Georgia. A curriculum proposal and agenda for future activities was proposed and approved through University processes and the Georgia State Department of Education.

Team leaders of the five research teams constituted a project management group. This body served to provide guidelines for the program of work of the project and the designation of reporting times. A complete listing of project activities appears in the appendices.

THE PROJECT APPROACH

Because this project was primarily designed to increase the participation of Black scholars with varying degrees of prior experience in research activities, a team approach was utilized as the basic strategy for achieving project objectives. By engaging a limited number of faculty persons in collaborative effort, it was anticipated that the stimulation and support so necessary to the development of scholarships could most effectively occur. Through collaborative effort, new perspectives could be clarified; the ferment through which new approaches are attempted could be fostered; and inspiration for less experienced members from more senior members

who challenge and support could be nurtured. Most importantly, it was thought that a team approach could best provide support to faculty members who had a committment to shift from a traditional emphasis on teaching and training to a more balanced emphasis on teaching and research in the conduct of their professional lives.

Seminars were conceptualized as a support resource for the collaborative effort of the research team and to encourage, and promote a scholarly climate in the school in which the research teams might find or develop other sources of support. This ancillary strategy was devised to bring personal as well as programmatic results. Through the provision of opportunities to exchange ideas and gain information with scholars whose major interests already centered on research, faculty participants could benefit individually and a form of technical assistance could be provided for the work of teams. Moreover, the seminar format seemed to capitalize on the particular strengths of the team approach and the nature of this particular grant opportunity: it was to maximize benefits to all participants with a limited budget, and it thrives on the closeness of interaction between participants which teams foster.

Budgetary support was viewed as research program support. The utilization of grant funds was thereby limited to support for participant travel for participation in research or development activities and support for research costs including the utilization of outside consultants. The School resisted the temptation to use the funds to offset regular expenses or to supplement faculty salaries. The impact of the funds would thus be directly on the research activities rather than on the individuals.

The project planners were convinced that the desired project results could not have been obtained if only a few persons had been given separate individual research grants with instructions to publish fast. The stimulus for the program was the presence of conditions which contribute to an historically low success rate for the individual scholar: lack of opportunity and support; and low resource support in the current period of retrenchment in higher education. It did not then seem wise to use the grant opportunity to promote the very conditions which prohibit high levels of productivety in research activities. The strategies used were selected and devised to provide a climate of support and opportunity. We also sought to reinforce a sense of accomplishment for those who made progress toward achieving their objectives without invoking what might well have been an

unrealistic criteria for success given variations in background and skills. Project planners made a deliberate choice to maximize opportunities for participation, experience and growth as opposed to a focus on productivity as measured by such criteria as publications. Both sets of outcomes are highly related: support of a few high producers could well have stimulated increased activity among peers. Thus both sets of outcomes were expected as project achievements.

PROJECT OUTCOMES AND LESSONS LEARNED

Major activities of the project are listed in the Appendices to this report. Thirteen faculty members (approximately 50% of the faculty) and eight students participated on research teams. Six seminars were organized and conducted with a 90% participation level from target groups of faculty and/or students. But, these are only the product-oriented outcomes of the project. Other indicators of the success of the project are the following occurrences

1. Four of the research team participants submitted proposals for funded research to outside agencies. Three of these had not done so before.
2. Two additional participants have initiated faculty development activities (post-graduate course work) designed to enhance their research skills.
3. One participant has presented a paper at a national conference on Blacks in higher education.
4. The faculty retreat activity has continued since the first NIE-sponsored workshop under university sponsorship. A report on progress toward achieving research objectives is a regular part of the retreat program.
5. A new curriculum gifted teacher preparation has been provided in the School as a direct result of project activities.
6. New alliances have been formed among some faculty members based on professional research goals.

These examples are only a few of the many spin-off effects of the project. The major impact on the School has been the successful stimulation of a professionally active faculty to maintain and renew its commitment to research during a period of scarce institutional resources. As a result of the three years of project activities, there is little need to focus on support to increase the level of participation at this time.

There is now the great need to continue to support the faculty efforts to seek outside funding and this is occurring on a limited scale from regular university funds.

Several factors may be cited which affected the achievement of project objectives. These factors may be listed as follows:

1. University Support. The university administration not only encouraged increased productivity in research but also demonstrated support in tangible ways (e.g. representatives attended seminars; they helped to seek outside funding to assist faculty members both in and out of the NIE effort to implement their research agendas. In a small project where there are only limited monetary awards, such support is extremely important.
2. Institutional Reward System. There was only limited participation in research teams from undergraduate faculties. This is obviously related to the differential emphasis on research in the reward systems of undergraduate and graduate institutions. In future efforts of this type, the use of monetary incentives should be carefully explored for their salience in promoting the desired research activity.
3. The Team Approach. Junior faculty members can learn from and benefit by collaboration with Senior faculty members. However, their interaction needs to be more carefully structured to ensure that the junior partners and students engage in specific product-oriented activities.

In summary, the availability of research support funds has had an impact on the development of on-going faculty. While the planned evaluation of the project was not completed, and the essential approach utilized in the program will become the core of any future efforts in this area.

APPENDIX A

N I E - Sponsored Seminars

DATES	TOPICS
1. Spring, 1980	"Researchable Ideas in Education and the Social Sciences" Presenters: Dr. Bruce Hare Professor of Educational Psychology University of Illinois Dr. Cameron Fincher Director, Higher Education Research Center University of Georgia
2. Fall, 1980	"Successful Proposal Writing" (A Faculty Retreat) Presenters: Dr. Patricia Campbell Campbell-Kibler Associates Dr. Betty Morrison University of Michigan Dr. Tito Guerroro Corpus Cristi State University Dr. Elois Scott University of Florida
3. Spring, 1981	Seminar on Evaluation Methodology (A Course) jointly with the Atlanta University Resource Center for Science and Engineering Program Presenters: Selected AU Faculty Dr. Karen Cohen Massachusetts Institute of Technology

APPENDIX A (Cont'd)

DATES	TOPICS
4. Fall, 1981	Research Seminar in Educational Administration Presenters: Doctoral Students in Administration and Policy Studies
5. Spring, 1982	Seminor on Talented and Gifted Minority Underachievers Presenter: Dr. Marvin Gold University of South Alabama
6. Spring, 1982	"The Relevance of Cross-Cultural Research in the Study of Human Competence (A Workshop) Presenter: Dr. John U. Ogbu University of California Berkeley

APPENDIX B

NIE Sponsored Research Teams

Team 1 — "Effectiveness of Strategies in the Reader Service Programs for Lingiustic Minorities and for the English Speaking Minority Students"

Work Agenda: Study of reader services programs for the English speaking minority students and for lingiustic minority students at post-secondary institutions where English is the language of instruction

Participants:
Mrs. Miriam Jellins, Team Leader
Miss Gloria Mixon
Dr. Charles Davis
Ms. Rutha Aiken, Student
Ms. Vanessa Bartley, Student

Products: Article in progress (Jellins)

Team 2 — Research on Black Women
Black Female Adolescents
Older Minority Black Women
Black Women and Violence

Work Agenda: Bibliographic annotation of the literature on each topic supplemented by interviews of selected samples for identification and refinement of researchable issues and methodologies

Participants:
Dr. Robert Smothers, Team Leader
Dr. Olivia Boggs
Dr. Huey Charlton
Dr. W. Coye Williams
Ms. Thomasena Roberts, Student

Products: Monograph: Older Minority Women (Williams) (under review for refinement and submission for publication in Phylon)

Team 3 — "A Study of the Relationships between Selected Socio-Economic Variables and Satisfaction with Schools"

Work Agenda: Reanalysis of the public use of tapes of the Annual Housing Survey using twenty-eight selected variables on housing, services, and school satisfaction to determine relations among housing, socio-economic status, housing mobility and schools' thus developing an understanding of the "white flight" phenomenon.

Participants:
Dr. Lewis Bayles, Team Leader
Dr. James Doyle
Mr. Mong N. Noukwe, Student

Products: A journal of negative findings on file in the Office of the Dean (Death of Team Leader terminated team activity)

Team 4 — Research on Exceptional Children

Work Agenda: Bibliographic Annotation of the literature for refinement of issues and problem definition.

Participants:
Dr. Anna P. Atkinson, Team Leader
Dr. Damaris Ouzts
Mr. Hank T. Cannon, Student

Products:
Seminar on Gifted
Curriculum Proposal for university implementation

Team 5 — Community Environment - School System Relations

Work Agenda:

1979-80: Exploratory Activities related to School Desegregation

1980-82: Survey of Urban School Systems on School Desegregation Effects in Collaboration with Dr. Benjamin E. Mays as input for his book.

Participants:

Dr. Barbara R. Hatton, Team Leader
Ms. Margaret Bowers, Student
Mrs. Robertsena Chandler, Student
Mr. Joe Morales, Student

Products:

Unpublished annotated bibliography

Unpublished articles for inclusion in Dr. Mays' publication.

PROJ ID: Atlanta University Expand Research Participation of Faculty and Students at the Atlanta University Center
CONTRACT/GRANT #: NIE-G-79-0055

NIE/IS CLOSE-OUT FORM

This form should accompany each memo sent forward from a Project Officer to the Executive Office of the program recommending that a project be closed out.

The Accomplishments section should be a narrative description of what the project has done. This paragraph, not to exceed 200 words and written according to the attached specifications, should summarize the project's most important accomplishments. This will constitute a past tense abstract and will replace the original abstract in the information system.

The Products section should include a bibliography of the project's major products (books, articles, reports, curriculum materials, etc.). Each entry should contain standard bibliographic information, enabling interested persons to obtain the products without having to contact NIE. In some cases it may be useful to add a note describing the nature of the product (e.g., teachers' guide; a set of nine brochures) if that is not clear from the bibliographic information.

RESULTS:

a. Accomplishments: This project was designed to expand the participation of the Education faculties of the member institutions in the Atlanta University Center in all phases of the research process. The primary objective was to provide an opportunity for black scholars to participate in research with emphasis on those issues confronting black communities in the 1980 s. The focus was toward enhancing research skills and creating a positive climate for the promotion of research activities. The project was organized into 3 research teams made up of a total of thirteen faculty members and eight students. In addition to team research activities, the project sponsored six seminars/workshops that included a 90% participation level from the faculties and student bodies. As a result of these activities, four proposals were written and submitted to outside agencies for funding; participants took part in faculty development activities, e.g., post-graduate courses, for the purpose of enhancing their research skills; one participant presented a paper at a national conference on Blacks in higher education; the faculty retreat research activity has been institutionalized; and a new curriculum for preparing teachers has been instituted.

b. Products:

Final Report.